



SEND Information Report

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Date for review	01/09/2026	Author	Director of SEND

SEND (Special Educational Needs & Disability) information reports on school's policies and the identification of, and provision for, pupils with SEND.

The Government – Department for Education list of statutory policies (2024), states that this SEND information report must be reviewed annually and needs full governing body approval.

The aim is to ensure that all of the information in this document is easily accessible to pupils and parents and is set out in clear, straightforward language. Our SEND policy is also available on our website.

Derby's Local Offer

Within Derby there is much information about types of SEND and services and provision available with additional needs. You can find information about what is available in Derby at www.derby.gov.uk/sendlocaloffer

SEND at Castle School

The code of practice 2015 states

“A student has SEND where their learning difficulty or disability calls for special provision, that is different from or additional to that normally available to Child or Young Person (CYP) and of the same age.”

A disability is described in law (the Equality Act 2010) as **“a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.”**

This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy. There may be occasions when a more specialist assessment is required from an external professional who would be called into school. Parents and carers would be informed if this was the case.

Within Castle School, the majority of pupils have Social, Emotional and Mental Health Difficulties or Communication and Interaction needs as their primary area of need alongside additional learning needs. Within our provision we provide support

for pupils who are in hospital on the Children's Ward's at The Royal Derby Hospital for short or long term and we also provide co-ordination of education for pupils who cannot attend school for health reasons. This involves liaison between a mentor and the school which the pupil is on roll at.

At Castle School all of our pupils are fully supported to overcome their barriers to learning and to develop their full potential.

Who are the best people to talk to about my child's difficulties with learning/SEND?

School contacts:

Ellen Wilkinson – Headteacher e.wilkinson@castleschoolderby.co.uk

What is the expertise and training of staff?

Staff receive ongoing professional development in areas critical to SEND and alternative provision including neurodiversity strategies, emotional regulation and restorative practice. Expertise includes designing and implementing inclusive curriculum pathways for diverse learners, including those with SEND and SEMH needs. Some staff hold National Award for SEN Coordination and NPQ qualifications eg NPQH, NPQSL. Trust networks support staff development across schools.

What kinds of SEND are provided for at Castle School?

When identifying the nature of a CYP's SEND needs, the five areas are taken into consideration:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- Independence

We recognise that pupils may need support in more than one area.

How are SEND needs identified at Castle School?

The SEND Code of Practice: 0-25 2014 states

'a CYP has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

Regular assessment of progress of CYP (pupils) are made. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors taken into account are attendance, punctuality and health. Attention is also given to the particular circumstances of pupils eg pupil premium, children previously known to social care or looked after children.

When deciding to make a special educational provision, a meeting will be arranged between key staff in school and to gather information.

Parents/carers will be notified by letter or phone and informed of:

- The pupils areas of strengths and difficulty
- Concerns of the parents/carers
- Additional support requirements
- Referrals to professionals outside school

Castle School will strive to remove barriers to learning and put SEND provision in place, following the Assess, Plan, Do, Review cycle.

How we review progress

Pupil progress is monitored by teachers, SENCo's, Middle and Senior Leaders and Executive Trust leaders. If the pupil has an EHC Plan, there will be an opportunity to review this at the annual review, although staff will be happy to speak to at a mutually convenient time, should you need to.

How are pupils with SEND supported at Castle School?

At Castle School we work hard to provide each student with the best possible environment for learning. Each student has a programme planned around their needs with a broad and balanced curriculum.

Examples of interventions that may be offered by referral include:

- Catharsis
- Weekly Social Skills interventions to support self-esteem and self confidence
- Emotional literacy
- Emotional regulation development with Daisy the Dog and other therapeutic providers
- Assemblies focussing on personal development
- Rewards and attendance

All staff have the highest expectations for pupils and deliver quality first teaching. The curriculum is flexible and also reviewed regularly to ensure that the range of academic and vocational qualifications on offer is both relevant and meaningful to pupils. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

See COP References: 6.1-6.7

- Teachers and support staff work together in the classroom to give pupils support in lessons.
- Planning is adapted to support individual need.
- Key Workers are at each school to support pupil's parents/carers.
- Family support workers and keyworkers are available to support the whole family and each pupil is allocated a keyworker.
- Pupils learn in small groups with a high staff to student ratio.

- High quality first teaching*
- Strategies to support individual needs.
- The detail found on the EHCP alongside the SEMH scale score and FAGUS analysis is used to support plans where applicable.
- Information from other professionals such as Educational Psychologists, CAMH's.
- In classrooms, where appropriate, pupils would be expected to have access to adapted resources, use of overlays, visual timetables, use of ICT, dedicated support for literacy and numeracy and support for sensory needs.
- Reasonable adjustments in examinations can be provided subject to the external assessment process for exam access arrangements.
- Ways of working are adapted eg, the use of overlays.
- Outside the classroom, pupils are offered a programme of enrichment opportunities and access to the sensory room.
- Personalised learning programmes.
- Use of Alternative Provision.
- By referral, there is our Additional Support Team, which includes school health nurses by and creative arts therapies, pet therapy, and emotional support.
- Strategies to support pupils which are suggested by other external experts, e.g. Educational Psychologists, Occupational Therapists, Speech and Language Therapists are put in place or sourced to support learning.
- Preparing transitions to next step or new phase in education
- Careers and Post 16 support.
- Review progress with pupil, parents/carers and teachers on how outcomes are to be met.
- Pupils have social skills interventions, which broadly focus on self esteem, self awareness, self confidence and friendships.

*Quality First Teaching (QFT) ensures that every pupil, including those with special educational needs and disabilities, has access to high-quality, inclusive learning. QFT is characterised by high expectations for all learners, carefully planned lessons that incorporate individual needs, and differentiated strategies such as visual supports, assistive technology, and reasonable adjustments. Teachers and support staff work collaboratively to provide targeted help within the classroom, promoting independence and engagement. This approach is underpinned by evidence-based practice, ongoing assessment, and professional development, ensuring that our staff deliver a curriculum that is ambitious, accessible, and responsive to the diverse needs of our pupils. QFT forms the first stage of the graduated response outlined in the SEND Code of Practice, with additional interventions introduced where necessary to secure the best possible outcomes.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

See COP reference: 6.17, 6.72, 6.36, 6.43, 6.14

What support is available outside school?

Services paid for by the Local Authority

- Occupational Health
- SENDIASS
- Support services for Hearing impairment and Visually impaired
- Community Learning Disabilities Team
- Social Care
- School Nurse
- Physiotherapy
- Child Adolescent Mental Health Service (CAMHS)

Voluntary services include:

- Umbrella
- Disability Direct
- Derby City Parent and Carer forum
- Voices in Action

For further information see: www.derby.gov.uk/send/localoffer

Equalities

Castle School will not discriminate against any child or family. We believe that all young people should have the same opportunities where feasibly possible. ‘We never give up!’ Reference should be made to the Castle School 2025-26 Equalities Plan.

How does Castle School support pupils with medical conditions?

The school follows the statutory guidance for ‘Supporting children with medical conditions’ and has a school policy based around these guidelines. There is an additional policy for Administering Medication.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> 6.11

Outside Agencies

Castle School is well supported by a number of outside agencies. Parents and carers are asked to give permission for referrals to agencies such as: Speech and Language Therapy, Creative Arts Therapy, Social Care, Education Welfare Service,

Child and Adolescent Mental Health Service, Community Paediatrician, Education Psychologist, Family Support, Enhanced Family Support

The specialist professional will work with school, parents/carers to support the student and may make recommendations or strategies to be used at school and at home.

This may involve working alongside outside agencies such as the Health

Service, and/or specialist educational services;

- Speech and Language Therapy

- Child and Adolescent Mental Health Service (CAMHS)
- Community/Consultant Paediatrician
- Education Psychologist

How is Castle School accessible to pupils with SEND?

All pupils have an equal opportunity to go on all school visits; extra support can be provided where appropriate. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. The school Accessibility Policy further supports this and can be made available.

All pupils with SEND support, and where a SEND need has been identified, will go through the plan, assess, do review cycle, as part of the graduated response in order to remove barriers and put a plan of support in place.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

See COP reference: 6.8, 6.10, 6.56

Transition

Castle School recognises that transitions can be difficult for pupils with SEND and their families and steps are taken to ensure any transition is as smooth as possible.

Transition into and out of Castle School

Castle School recognises that pupils arrive at Castle through a number of different routes and that transition can be difficult, particularly for pupils with SEND needs. Where children move from schools within the Collaboration, close liaison and additional visits are provided.

Steps are taken to ensure that any transition is as smooth as possible into and out of the school. To support the transition process, pupils will be offered an 'introductory transitional timetable' in the Gateway, which is reviewed at regular intervals with stakeholders. For each pupil their introductory timetable will be bespoke to them and their needs. Planning and preparation to Post-16 and at Key Stage 4 is done through a coordinated approach both internally and within in city protocols.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

See COP reference: 6.57

Will my child be able to share their views?

We value and celebrate pupils being able to express their views on all aspects of the school life. There are times where this is done through discreet pupil voice activities, school council or simply approaching staff. If your child has an EHC Plan, they will be involved in reviewing their own outcomes and planning the future by completing and 'All about Me' questionnaire.

What if I want to complain?

Parents / carers who have concern regarding provision for their child's SEND should contact their teacher or keyworker in the first instance. Concerns should be raised at the earliest opportunity. Should you remain dissatisfied, the specific concern should be addressed to the Deputy Head (SENCO) and if still unresolved should then the Headteacher to try and resolve any issues (This would be treated as a stage 1 complaint in the Trust Complaints policy). If this does not resolve the complaint, the complainer should follow the complaints policy at stage 2.

Policies used to inform this document are:

SEND Code of practice: 0 to 25 years, Department for Education and Department for Health, January 2015

Access Arrangements and Reasonable Adjustments 2015-2016, Joint Council for Qualifications, 2015

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014

How do we evaluate the effectiveness of SEND provision?

- Review of targets from IEP
- Analysis of FAGUS report
- Use of SEMH scales score
- Review impact of interventions
- Pupil and parent voice and questionnaires
- Feedback and actions from annual reviews
- Progress from starting points and baseline data, for both academic ability, attendance and emotional well being
- Climate walks and observations of lessons and interventions
- Internal monitoring feedback
- Internal and external reviews